
Title I Comprehensive Schoolwide Plan
LIBERTY PARK ELEMENTARY SCHOOL (1871)

ELA

1. List prioritized needs statements.

Reading: % of Students Scoring 3+ Overall Growth Summary K–2 Grade Overall: PM1: 5.4% | PM2: 17.3% (Difference: +11.9%) 3–5 Grade Overall: PM1: 16.6% | PM2: 24.4% (Difference: +7.8%) Detailed Grade Level Breakdown (Format: Grade | PM1 % | PM2 % | Difference) Kindergarten: 3.8% | 18.6% (+14.8) 1st Grade: 4.7% | 15.0% (+10.3) 2nd Grade: 7.2% | 18.4% (+11.2) 3rd Grade: 13.2% | 18.2% (+5.0) 4th Grade: 12.8% | 22.8% (+10.0) 5th Grade: 23.6% | 32.6% (+9.0) The reading data shows positive growth across all grade levels between PM1 and PM2, with the most significant improvements occurring in the primary grades. Overall, students in Kindergarten through 2nd Grade saw a collective jump of 11.9%, led by Kindergarten's impressive 14.8-point increase. While the 3rd through 5th Grade group showed a slightly lower growth rate of 7.8%, they maintained the highest levels of proficiency, particularly in 5th Grade, which reached a peak of 32.6% scoring 3 or higher. Although 3rd Grade saw the smallest gain at 5%, the steady double-digit increases in 4th Grade and the foundational K-2 levels indicate a strong upward trend in literacy performance school-wide.

2. List the root causes for the needs assessment statements you prioritized.

- Many students are missing critical academic skills (such as reading basics) that are necessary for success in higher-grade levels and more advanced learning. - A gap in vocabulary development, particularly in grades 2 -5, limits students' ability to comprehend texts, express themselves clearly, and engage with grade-level content effectively. - Limited engagement from parents in school activities or communication, which affects students' academic progress and overall support at home. - Students frequently miss school, leading to gaps in learning and decreased opportunities for instructional time, which impacts their academic performance.

3. Share possible solutions that address the root causes.

-Provide academic tutors during school hours, including support for Spanish Dual Language classes. -Utilize resource teachers to deliver small-group instruction and provide instructional support to teachers across all subject areas. -Employ a Parent Liaison to keep families informed and actively involved in school activities through Parent Links, call-outs, and other communication platforms. -Have the Parent Liaison share community resources, organize parent trainings, and actively participate in SAC and PTO meetings. -Assign interventionists to provide targeted classroom support in both English and Spanish. -Implement consistent ESOL instructional strategies across classrooms to support multilingual learners. - Purchase and/or acquire additional technology to support basic instructional needs (e.g., computer mice, headphones, microphones for ELL students). -Purchase Flocabulary to strengthen vocabulary development and content comprehension. -Acquire Spanish decodable books to support the implementation of PBELI. -Offer weekly tutorials in Reading, Math, and Science, with both morning and afternoon sessions available. -Develop initiatives to incentivize and improve student attendance. -Provide ongoing professional development focused on effective Reading, Math, and Science instruction. -Provide ongoing professional development focused on classroom management.

4. How will school strengthen the PFEP to support ELA?

- Communication

Purchase Primary communication folders to help teachers and parents communicate. School Agendas for Intermediate students to help with communication (2-5). We need to buy extras for new students that come to Liberty Park. Maintain our PTO School Facebook and our School Wide Class Dojo pages and encourage all parents to follow us. Continue using Parent Link as a school wide form of communication. Teachers will continue using their communication platforms: Class DOJO, Google Classroom, Reminder, etc. Have bilingual staff to support with parent communication in Spanish and Creole. (CLFs)

- Parent Training

Curriculum Night SIS Gateway State Assessment Workshop Parent training on how to use the parent communication platforms. (Offer food during trainings)

5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- School

To provide a safe environment conducive to learning. To provide high-quality curriculum and instruction that enables students to meet high standards. To respect and value Liberty Park's cultural diversity. To communicate effectively and frequently with students and their families regarding individual student progress, as well as opportunities to be meaningful partners in learning. To promote an atmosphere where visitors are welcomed and encouraged to become actively involved in Liberty Park's educational progress. To provide Parent Trainings. To teach students and parents to use and monitor technology in appropriate ways

- Students

To attend school regularly, be on time, prepared, and comply with the school's dress code. To do my best to complete all assignments and to ask for help when needed. To obey the school rules and show respect for all people. To report dangerous situations or problems to the school and/or parents. To take pride in the school, home, and community and be willing to strive for excellence. To use technology appropriately.

- Parents

To be sure the student attends school regularly, is here by 8:00 am, prepared, and dressed according to Liberty Park’s dress code. To monitor homework assignments and notify the teacher if problems with completion arise. To read with the student for a minimum of 15-20 minutes per day. To monitor TV watching and video games at home. To supervise the student’s positive use of extracurricular time. To visit and communicate with the school frequently and conference with the teacher each trimester. To volunteer or assist the school as often as possible and ask for assistance from the school if and when needs arise. To monitor student usage of technology while at home.

- Staff Training

SIS Gateway for Parents Vs SIS Gateway for Teachers Student Code of Conduct/CBR and Discipline Protocols

- Accessibility

Continue providing support to our McKenny Vento students, with food, transportation, school supplies, clothing, etc. Provide Handicap parking spaces and accommodations for students with disabilities. Continue supporting our migrant families with food, school supplies, clothing, etc. Provide parent trainings/meetings at different times. (a.m. and p.m.)

Math

1. List prioritized needs statements.

Overall Growth Summary K–2 Grade Overall: PM1: 5.4% | PM2: 25.3% (Difference: +19.9%) 3–5 Grade Overall: PM1: 5.9% | PM2: 18.8% (Difference: +12.9%) Detailed Grade Level Breakdown (Format: Grade | PM1 % | PM2 % | Difference) Kindergarten: 2.9% | 26.5% (+23.6) 1st Grade: 2.3% | 19.0% (+16.7) 2nd Grade: 10.1% | 30.1% (+20.0) 3rd Grade: 6.0% | 15.1% (+9.1) 4th Grade: 0.9% | 6.3% (+5.4) 5th Grade: 0.8% | 16.1% (+15.3) 6th Grade: 32.6% | 73.8% (+41.2) The math performance data shows substantial growth across all grade levels between PM1 and PM2, with the most dramatic improvements occurring in the 6th grade and the primary K–2 levels. Overall, the K–2 group saw a significant increase of 19.9%, led by Kindergarten’s massive 23.6-point jump and 2nd Grade reaching a strong 30.1% proficiency. While the 3–5 grade group grew by 12.9%, the 6th grade stood out as the highest-performing and fastest-growing segment, surging by 41.2% to reach a remarkable 73.8% proficiency. Although 4th grade remains a focus area with the lowest proficiency at 6.3%, the sharp double-digit gains across nearly every other grade level indicate a powerful upward momentum in math achievement school-wide.

2. List the root causes for the needs assessment statements you prioritized.

- lack of foundational skills -lack of understanding in place value -ELL students with language barriers -Lack of parent support at home to assist with new math standards -paradigms of the “old vs. new math” getting people & parents on board with the shift in how we approach and solve math problems - Many students are missing critical academic skills (such as reading basics) that are necessary for success in higher-grade levels and more advanced learning. - A gap in vocabulary development, limits students' ability to comprehend texts, express themselves clearly, and engage with grade-level content effectively. - Limited engagement from parents in school activities or communication, which affects students' academic progress and overall support at home. - Students frequently miss school, leading to gaps in learning and decreased opportunities for instructional time, which impacts their academic performance.

3. Share possible solutions that address the root causes.

-Focus on problem-solving strategies and conceptual understanding. -Plan and execute Engaging lessons with Resource Teachers. -Increase hands-on, manipulative-based learning for number sense. -Reinforce fluency-building strategies to prevent future gaps. -Provide teacher support in planning differentiated instruction. -Incentives for all students to use adaptive technology at home. -Instructional Tutors to support with Math Rotations/small group instruction in the classroom. -Utilize resource teachers to deliver small-group instruction and provide instructional support to teachers across all subject areas. -Employ a Parent Liaison to keep families informed and actively involved in school activities through Parent Links, call-outs, and other communication platforms. -Have the Parent Liaison share community resources, organize parent trainings, and actively participate in SAC and PTO meetings. -Implement consistent ESOL instructional strategies across classrooms to support multilingual learners. -Purchase and/or acquire additional technology to support basic instructional needs (e.g., computer mice, headphones, microphones for ELL students). -Purchase Number Rock to strengthen vocabulary development and content comprehension. -Offer weekly tutorials in Reading, Math, and Science, with both morning and afternoon sessions available. -Develop initiatives to incentivize and improve student attendance. -Provide ongoing professional development focused on effective Reading, Math, and Science instruction. -Provide ongoing professional development focused on classroom management.

4. How will school strengthen the PFEP to support Math?

- Communication

Purchase Primary communication folders to help teachers and parents communicate. School Agendas for Intermediate students to help with communication (2-5). We need to buy extras for new students that come to Liberty Park. Maintain our PTO School Facebook and our School Wide Class Dojo pages and encourage all parents to follow us. Continue using Parent Link as a school wide form of communication. Teachers will continue using their communication platforms: Class DOJO, Google Classroom, Reminder, etc. Have bilingual staff to support with parent communication in Spanish and Creole. (CLFs)

- Parent Training

Curriculum Night SIS Gateway State Assessment Workshop Parent training on how to use the parent communication platforms. (Offer food during trainings)

5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

- School

To provide a safe environment conducive to learning. To provide high-quality curriculum and instruction that enables students to meet high standards. To respect and value Liberty Park's cultural diversity. To communicate effectively and frequently with students and their families regarding individual student progress, as well as opportunities to be meaningful partners in learning. To promote an atmosphere where visitors are welcomed and encouraged to become actively involved in Liberty Park's educational progress. To provide Parent Trainings. To teach students and parents to use and monitor technology in appropriate ways

- Students

To attend school regularly, be on time, prepared, and comply with the school's dress code. To do my best to complete all assignments and to ask for help when needed. To obey the school rules and show respect for all people. To report dangerous situations or problems to the school and/or parents. To take pride in the school, home, and community and be willing to strive for excellence. To use technology appropriately.

- Parents

To be sure the student attends school regularly, is here by 8:00 am, prepared, and dressed according to Liberty Park’s dress code. To monitor homework assignments and notify the teacher if problems with completion arise. To read with the student for a minimum of 15-20 minutes per day. To monitor TV watching and video games at home. To supervise the student’s positive use of extracurricular time. To visit and communicate with the school frequently and conference with the teacher each trimester. To volunteer or assist the school as often as possible and ask for assistance from the school if and when needs arise. To monitor student usage of technology while at home.

- Staff Training

SIS Gateway for Parents Vs SIS Gateway for Teachers Student Code of Conduct/CBR and Discipline Protocols

- Accessibility

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Science

1. List prioritized needs statements.

In comparison to the district and last year’s winter diagnostic data, Liberty Park has made great strides toward proficiency but still has significant room for improvement. Science FY25 FY26 3rd- 48% 3rd- 50% 4th- 50% 4th- 46% 5th- 46% 5th- 61% 5th Grade District 64%

2. List the root causes for the needs assessment statements you prioritized.

Many students are missing critical academic skills (such as reading basics) that are necessary for success in higher-grade levels and more advanced learning. - A gap in vocabulary development, limits students' ability to comprehend texts, express themselves clearly, and engage with grade-level content effectively. - Limited engagement from parents in school activities or communication, which affects students' academic progress and overall support at home. - Students frequently miss school, leading to gaps in learning and decreased opportunities for instructional time, which impacts their academic performance.

3. Share possible solutions that address the root causes.

-Incorporate STEM activities, labs, and real-world problem-solving to deepen understanding. -Integrate reading and writing skills into science instruction to support comprehension of scientific concepts. -Use resource teachers to work with students struggling in key areas of scientific reasoning and application. -Platforms like IXL Science, or BrainPOP to reinforce key concepts in an engaging way. -Organize dedicated planning days for science teachers is essential for collaboration, resource development, and instructional refinement. -Resource teachers will assist in developing engaging, inquiry-based lessons aligned with standards. -Implement consistent ESOL instructional strategies across classrooms to support multilingual learners. -Purchase and/or acquire additional technology to support basic instructional needs (e.g., computer mice, headphones, microphones for ELL students). -Provide ongoing professional development focused on classroom management. -Provide ongoing professional development focused on effective Reading, Math, and Science instruction.

4. How will school strengthen the PFEP to support Science?

• Communication

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• Parent Training

Curriculum Night SIS Gateway State Assessment Workshop Parent training on how to use the parent communication platforms. (Offer food during trainings)

5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

- **School**

To provide a safe environment conducive to learning. To provide high-quality curriculum and instruction that enables students to meet high standards. To respect and value Liberty Park's cultural diversity. To communicate effectively and frequently with students and their families regarding individual student progress, as well as opportunities to be meaningful partners in learning. To promote an atmosphere where visitors are welcomed and encouraged to become actively involved in Liberty Park's educational progress. To provide Parent Trainings. To teach students and parents to use and monitor technology in appropriate ways

- **Students**

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- **Parents**

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- **Staff Training**

SIS Gateway for Parents Vs SIS Gateway for Teachers Student Code of Conduct/CBR and Discipline Protocols

- **Accessibility**

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Action Step: Classroom Instruction

Build teacher capacity in standards based instruction through coaching and modeling during classroom instruction and PLC. Students will be provided extended learning opportunities through small group instruction during the school day and outside of the school day to support supplemental core instruction.

Budget Total: \$367,440.00

Acct Description	Description								
Out-of-system Tutors	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified temporary personnel (out of system) will provide tutorial support during the school day to reading students working below grade level in K-5 focusing on remediation, starting in January.	1	\$37.00	5	3.25	25	Certified	Original	\$15,031.00
Resource Teacher	The ELA resource teacher will focus on K-5 Literacy, reading and writing push-in/pull-out intervention service for students who are not meeting proficiency.								
Resource Teacher	Math Resource Teacher will provide push-in support for advanced math students in grades 3–5 and 5th grade AMP (pull-out for 6th grade math) and will also provide science support through push-in and pull-out services for grades K–5 to ensure proficiency.								
Supplies	Item	Quantity	Rate	Supply Type		Type		Total	
	Delivery fee- student agendas	1	\$72.00	General Supplies		Original		\$72.00	
	100 Cases of paper	100	\$35.00	General Supplies		Original		\$3,500.00	

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Student Agendas	600	\$1.85	Program Supplies	Original	\$1,110.00
	K-1 Communication Folder	300	\$1.68	Program Supplies	Original	\$504.00
	Pencils	1	\$14.00	General Supplies	Original	\$14.00
Resource Teacher	Resource Teacher will serve as the School-Based Team Leader, providing support and interventions for identified students in grades K-5 through a push-in model, providing differentiated instruction and monitoring progress in small groups.					
Resource Teacher	K-5 Math Resource teacher will provide differentiated, personalized instruction through push-in support and deliver intervention services for students receiving tiered support.					

Action Step: Professional Learning

Build teacher capacity in AVID strategies to be incorporated into the curriculum, teaching and learning.

Budget Total: \$6,705.00

Acct Description	Description								
Out-of-system PL Subs	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Substitutes will be provided to allow K-5 teachers to participate in ongoing, data-driven planning during the school day for	2	\$25.00	4	6.5	5	Non-Certified	Original	\$6,500.00

Acct Description	Description									
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	K-5 Reading, grades 3-5 Math, and 5th grade Science beginning after PM1.									

Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

Budget Total: \$44,293.00

Acct Description	Description
Parent Liaison - Para Level	Parent Liaison (para level) will provide training, resources, and support to families through conferences, dai communication regarding tutorials, SBT, ESE, and homework, as well as home visits, meetings, and phone calls.

Mission Statement

1. Mission Statement

Our mission is to empower parents and families to support their children's cognitive and social-emotional development from birth through college and/or the workforce. We will accomplish this through strong partnerships, ongoing support, and literacy training, including opportunities in remote settings. Family engagement is designed to: Inform parents about Title I. Involve parents in school decision-making through participation in SAC and PTO. Provide training and resources to help families support student achievement at home. Encourage active participation in children's education and school activities.

Involvement of Stakeholders

Name	Title
Dahily Mompeller	Assistant Principal
Joseph Schneider	Principal
Warren Thaddies	Parent Liaison
Yulissa Urena	ELL Guidance
Karen Helstrom	PTO President
Wisline Josaphat	Parent
Lyn Emery	Teacher
Erica Henn	Junior Achievement

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

The procedures for selecting members who participated in the development of the Parent and Family Engagement Plan included multiple forms of communication. Informational flyers and invitations were sent to parents, inviting them to participate in brainstorming and developing the plan. Additionally, information about the meeting was posted on the school marquee, and automated calls were made to encourage parent attendance. The group consisted of parents, teachers, staff, and a business partner. Parent Liaison, Warren Thaddies, was selected to support communication and collaboration with families. He will also coordinate and facilitate parent trainings, as well as conduct home visits.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

The input from stakeholders was discussed through the Parent and Family Engagement meeting forum. We discussed various ways for parents and families to get involved in their child's education throughout the year. The minutes were recorded and documented including suggestions and next steps. The minutes were then shared through the SAC meeting and copies were provided to parents. Additionally, we will review the input at the Fall SAC meeting and the Title I Annual Parent Meeting. SAC Meetings will be held every first Wednesday of each month.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

Stakeholders were provided opportunities to review and evaluate the current Parent and Family Engagement Plan and share their feedback during meetings, including the Title I Annual Meeting and the Comprehensive Needs Assessment (CNA). Title I Parent and Family Engagement funds will be used to purchase materials such as paper, organizational planners, and folders to support communication and engagement with families. Funds will also support a Parent Liaison who will build the capacity of parents and families to support student learning at home through consistent communication and parent trainings. Additionally, funds will be used to provide instructional support through resource teachers.

Name	Title
Joseph Schneider	Principal
Dahily Mompeller	Assistant Principal

Annual Parent Meeting

1. What is the actual date, time and location of the Annual Meeting?

October 7, 2026 at 6 pm, in person meeting in the media center.

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

Invitations and posted on Social Media, teachers will post the invitations to their Google classroom (if any), and communication platforms. Paper invitation will be sent home. Invitations will be displayed in our Evo Roll pro and also shared through Parent Link. (email)

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

Powerpoint/Google Slide, agenda, invitations, and Evaluations. Handouts including the Schoolwide Plan, Parent and Family Engagement Plan and the School-Parent Compact.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Student Code of Conduct/Corrective Behavior Forms/Discipline Referral Procedures/Teacher Interventions and Corrective Strategies Prior to Discipline Referral

- What specific strategy, skill or program will staff learn to implement with families?

Teachers will learn about the interventions and corrective behavior strategies prior to writing a Corrective Behavior Report and/or a Discipline Referral.

- What is the expected impact of this training on family engagement?

Teachers will be able to communicate with parents about discipline referring back to the Student Code of Conduct, strategies and interventions used in the classrooms and provide ideas to parents to help students adjust their behavior at home. (discipline incidents, corrective behavior forms, discipline referrals)

- What will teachers submit as evidence of implementation?

Parent Conferences, Corrective Behavior Forms, Behavior Interventions samples (Discussion, Apology letter, etc.)

- Month of Training

August/September

- Responsible Person(s)

Dahily Mompeller/Coaches/Parent Liaison

3. Staff Training for Parent and Family Engagement #2

- Name of Training

SIS Gateway for Teachers

- What specific strategy, skill or program will staff learn to implement with families?

Teachers and staff will learn how to create an account on SIS to help parents when creating their accounts. Additionally teachers and staff will learn to find information on the SIS Gateway platform to show parents when having parent conferences.

- What is the expected impact of this training on family engagement?

Parents will know how their children are doing in school. The training will also impact parent teacher communication. SIS Gateway is an easy and fast way to communicate with teachers assigned to students. Also, SIS Gateway is an important tool for parents to locate Progress Reports, Report Cards, Local Test Results and student information.

- What will teachers submit as evidence of implementation?

Parent Conferences listing SIS Gateway as a discussion point. Screenshots to show parents how it looks like from the teacher perspective.

- Month of Training

November/December

- Responsible Person(s)

Dahily Mompeller/Coaches/Parent Liaison

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Curriculum Night

- What specific strategy, skill or program will parents learn to implement with their children at home?

To support student learning at home, parents will be able to learn about the curriculum being used in the classroom, classroom and school expectations.

- Describe the interactive hands-on component of the training.

Google Slides Presentations/Teachers packets- In person training Parents will see their child's classroom and what materials/curriculum is being used.

- What is the expected impact of this training on student achievement?

Parents will have a better understanding of the assessment dates and classroom requirements. Students will be ready to take state assessments and increase their proficiency levels throughout the year.

- Date of Training

September

- Responsible Person(s)

Dahily Mompeller/Coaches/Parent Liaison

- Resources and Materials

Handouts and presentations (SIS Parent Gateway Letters, Classroom Discipline Plans, etc)

3. Parent and Family Capacity Building Training #2

- Name of Training

SIS Gateway for Parents/Guardians

- What specific strategy, skill or program will parents learn to implement with their children at home?

To support student learning at home, parents will be able to navigate SIS to know student's test scores, schedule, attendance etc.

- Describe the interactive hands-on component of the training.

Google Slide Presentation/Computer Hands on activity

- What is the expected impact of this training on student achievement?

Students and parents will be able to track student growth and work together to improve test scores/class assignments.

- Date of Training

October

- Responsible Person(s)

Dahily Mompeller/Coaches/Parent Liaison

- Resources and Materials

Google Slides presentation- Chromebook to navigate platforms, SIS Gateway Pin Letters

5. Parent and Family Capacity Building Training #3

- Name of Training

FAST State Assessment Information Workshop

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will learn about FAST scale scores for each assessment and subject area. They will also be guided through the FAST portal to explore resources that can help support their children's learning at home in preparation for the State Assessments. Parents will learn about State Assessment frequency, subjects and requirements.

- Describe the interactive hands-on component of the training.

Google Slide Presentation/Assessment Calendar/State assessment website information.

- What is the expected impact of this training on student achievement?

Parents will learn about FAST scale scores for each assessment and subject area. They will also be guided through the FAST portal to explore resources that can help support their children's learning at home in preparation for the State Assessments. Students will have multiple opportunities to practice both at school and at home, helping them improve their performance on the State Assessments.

- Date of Training

February

- Responsible Person(s)

Dahily Mompeller/Coaches/Parent Liaison

- Resources and Materials

Testing Calendar, presentations, additional information from the state.

Coordination and Integration

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Learning, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

McKinney- Vento

- Describe how agency/organization supports families.

Offer assistance for Homeless students.

- Based on the description list the documentation you will provide to showcase this partnership.

Student Housing questionnaire, Information Pamphlets

- Frequency

as needed

2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

City of Greenacres

- Describe how agency/organization supports families.

Through the Partnership with the City of Greenacres, the school will build a lasting relationship with the City of Greenacres. The City will provide volunteer support periodically throughout the year. Career Day and trips to local Fire Rescue and Police included.

- Based on the description list the documentation you will provide to showcase this partnership.

Pictures, Social Media screenshots advertising events for the City of Greenacres

- Frequency

as needed

3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

Kids Community Closet

- Describe how agency/organization supports families.

They provide school uniforms, socks, underwear for our students in need.

- Based on the description list the documentation you will provide to showcase this partnership.

Kids closet log

- Frequency

as needed

Communication

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

The School will inform parents about Title I programs in a timely manner through flyers, digital flyers - using the EVO Roll Pro, Parent Link, the marquee and social media. Additionally we will inform parents about Title I programs through the Annual Meeting, parent conferences and parent trainings. Tutorial information will be shared through parent meetings, SAC/PTO, parent conferences, digital flyers, Parent Link, EVO Roll Pro and social media.

- List evidence that you will upload based on your description.

Handouts, Invitations, social media page screenshots, parent link messages, pictures of EVO Roll Pro

- Description

The school will inform parents about the curriculum at the school, forms of assessment used to measure student progress and proficiency levels through our Curriculum Night, FAST/STAR State Assessment Workshop, and Parent Conferences.

- List evidence that you will upload based on your description.

Handouts, Google Classroom screenshots (if any), communication platforms screenshots, parent link messages, Curriculum Night presentations, Parent conferences discussing proficiency levels

- Description

The school will inform parents about the curriculum at the school, forms of assessment used to measure student progress and proficiency levels through our Curriculum Night, FAST Parent Training, and Parent Conferences and Parent Letters for each Progress Monitoring.

- List evidence that you will upload based on your description.

Invitations, Google Classroom screenshots (if any), parent link messages, sample of report cards and progress

- Description

The school will inform parents about opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children through monthly SAC meetings, Title I Meetings and parent conferences. Additionally, teachers will inform parents about opportunities through Meet the Teacher, Curriculum Night, and data chats.

- List evidence that you will upload based on your description.

Handouts, Invitations, communication platforms/Google Classroom screenshots, parent link messages, SAC minutes, EVO Roll Pro

- Description

Meetings will be scheduled at different times during the day when possible. (AM and PM) and virtual options will also be available for SAC and PTO.

- List evidence that you will upload based on your description.

Handouts, Invitations, Home visit log, parent link messages

Accessibility

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

- Description

Liberty Park Elementary School will provide opportunities for parents and families with limited English proficiency by ensuring a CLF is present for all meeting and conferences when necessary. Additionally, letters and correspondences will be translated and sent home in the parent's' native language. Finally, callouts/Parent Link messages will be sent in the native language as well.

- List evidence that you will upload based on your description.

Parent -Teacher conferences, school wide letters, flyers and callouts, Parent Link Screenshots/reports.

- Description

LPES will provide opportunities for Parents and families with disabilities by working with the ESE department and other staff members to provide access and support to these families. Handicap parking is available and meeting will be held on first floor for easy access.

- List evidence that you will upload based on your description.

Pictures, Flyers

- Description

LPES will provide opportunities for Parents and families engaged in migratory work and will work with the Migrant Department to help families make connections to support and resources available. The guidance department works with the district to provide migrant families with clothing, supplies and other items. Flexible meeting times are available.

- List evidence that you will upload based on your description.

Donation logs, supplies request logs, migrant flyer, SIS report

- Description

LPES will provide opportunities for Parents and families experiencing homelessness by connecting families to the McKinney-Vento program to access support and resources. The guidance department works with the district to provide homeless families with clothing, supplies and other resources. Homeless families are given priority for tutorial services. The school works diligently through the guidance department as well as RTI to ensure that our families feel welcomed, included and informed by providing a support network for both the children and families. Parent liaison would call homeless families to remind them.

- List evidence that you will upload based on your description.

Call logs, supplies request logs, student residency questionnaire 2479, SIS report

Other Activities

1. Activity #1

- Name of Activity

N/A

- Brief Description

N/A

2. Activity #2

- Name of Activity

N/A

- Brief Description

N/A

3. Activity #3

- Name of Activity

N/A

- Brief Description

N/A

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

Teachers and guidance counselors have been teaching the importance of taking care of one another, being true to yourself and kindness. This is done in the classroom with the homeroom teachers, in guidance on the rotational fine arts wheel, through the daily morning show and through group meetings. Other activities also include Kindness Rock- poster contest and Kindness Challenges. Through these activities, students learn that we are all different but this is what makes us special. Additionally, we teach and follow the SWPBS High Five Expectations. These include coming to school each and every day, be here on time, be dressed for success, be respectful to yourself and respectful to others. These are regularly taught and reviewed. Students earn incentives for following these expectations including Eagle Dimes/Dollars which are then turned in for prizes, award certificates and positive shout outs. We teach these non-academic skills daily to help students develop into responsible and caring citizens.

Guidance: There are several systems in place to support our students in a social-emotional manner. Students that have been identified meet with the guidance counselors for group or individual sessions based upon their needs. Through these sessions the counselors regularly work with students to address their needs and often contact local agencies for assistance. Additionally, the guidance counselors are on the fine arts wheel and they teach character pillars and traits. Through modeling, role-playing and explicit teaching students gain a better understanding about how to be a role model and exceptional citizen.

Mentoring Program: Liberty Park also has a mentoring program in place. Students at various grade levels are paired with a mentor to meet regularly. The mentoring relationships vary but include homework help, guidance, and allow the student to understand that there is one adult they can turn to for help. For several students, we have also developed a check-in, check-out system where students continue to build relationships with an adult on campus who is regularly checking up on them to make sure they are on track.

Clubs, Groups and Extracurricular Activities- Through various groups and clubs throughout the school, we continue to help students build their non-academic skills. these clubs include Runner's Club, Chess, SECME, Teachers of Tomorrow, Safety Patrols and students' interest clubs. While working in these clubs, students work alongside teachers to build character as well as other skills. They develop relationships with staff members while working on a common goal. We review the Discipline Dashboard and hold Safety and SWPBIS meetings to discuss school wide behavior data, identify trends, and determine appropriate interventions and supports.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

The School-Based Team (SBT) will use the Problem-Solving Model to conduct all meetings and make data-based decisions regarding student academic and behavioral needs. Based on data and team discussion, the SBT will identify students who require additional academic and/or behavioral support at the supplemental or intensive level. When appropriate, an intervention plan will be developed using PBCSD Form 2284. The plan will identify the student's specific area(s) of deficiency, establish measurable goals, and identify appropriate research-based interventions to address the identified needs. The team will ensure that the necessary resources are available and that interventions are implemented with fidelity. Each case will be assigned a case liaison who will support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report intervention and progress-monitoring data back to the SBT for review and further problem solving.

Problem-Solving Model

The four steps of the Problem-Solving Model are:

- Problem Identification** – The team identifies the academic and/or behavioral concern and defines the desired level of performance or behavior for the student.
- Problem Analysis** – The team analyzes available data and collects additional information, when needed, to determine why the identified problem is occurring and identify possible contributing factors.
- Intervention Design and Implementation** – Based on the data collected and analyzed, the team selects or develops an appropriate evidence-based intervention designed to address the identified area of need. The intervention is implemented with fidelity, and progress-monitoring procedures are established.
- Evaluation/Response to Intervention** – The team evaluates the student's response to the intervention using progress-monitoring data to determine whether the intervention is effective and whether the student is making adequate progress toward the identified goal. The problem-solving process is self-correcting and may be revisited or recycled as necessary to achieve the best possible outcomes for students.

This process is aligned with the principles of the Individuals with Disabilities Education Act (IDEA) and the Every Student Succeeds Act (ESSA), which emphasize providing appropriate supports and ensuring that all students have access to instruction and interventions designed to promote academic success. As the school works through the data-based problem-solving process, academic and behavioral instruction and interventions are integrated across the MTSS framework. Instruction and intervention are provided at varying levels of intensity based on individual student needs. The school works diligently to ensure that decision making is based on student data and that available resources are appropriately allocated and matched to students at the appropriate level of support in order to accelerate student performance and promote proficiency.

Universal Screening and Identification

For Kindergarten through Grade 2, screening and assessment data may include FAST assessments, Iready Inform assessments, Iready Standard Mastery Quizzes, USAs and other classroom and instructional data. For Grades 3–5, FAST assessments, FAST assessments, i-Ready inform data, Iready Standard Mastery Quizzes, Exit Tickets and other district and classroom assessments are reviewed to identify students demonstrating academic risk. Behavioral data, attendance, classroom performance, teacher observations, and other relevant information is also be considered when determining student needs. Universal screening data are reviewed through Professional Learning Communities (PLCs) and the School Based Team process to identify students who may require additional support. Students demonstrating areas of need receive appropriate differentiated instruction and targeted support within Tier 1. When data indicates that a student is not making adequate progress despite appropriate core instruction and support, the problem-solving process is initiated to determine whether Tier 2 or Tier 3 intervention is warranted.

Tier 1 – Core Instruction and Differentiated Support

Teachers and staff provide high-quality core instruction and conduct regular assessments to monitor student performance. These assessments may include FAST assessments, i-Ready Diagnostic assessments, STAR Early Literacy, PM assessments, Unit/Benchmark assessments, classroom assessments, and other applicable measures. Teachers use assessment and classroom performance data to identify students who are struggling and determine their specific areas of need. Students requiring additional support within the core instructional setting receive differentiated instruction and targeted small-group instruction.

Small-group instruction is provided based on identified skill deficits and student performance data. For students experiencing reading difficulties, teachers may use guided reading and the Fountas & Pinnell Continuum to identify skills that hav

Provision of a Well-Rounded Education

1. Well-Rounded Education

At our elementary school we are also helping our children to develop creatively. Students are encouraged to participate in many of the enrichment opportunities that we have available for students to participate in. These enrichment opportunities include art, music, robotics, after school clubs: SECME, AVID ambassadors and more. Additionally, we offer extended learning opportunities for enrichment. These students meet regularly with teachers to explore, invent and create project based learning.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

In the primary grades (K–2), career awareness and foundational college- and career-readiness skills are integrated into daily instruction and classroom experiences. Students are provided opportunities to explore different careers and learn how their interests, strengths, and skills connect to future opportunities. Teachers intentionally develop foundational teamwork skills such as collaboration, communication, problem-solving, goal setting, responsibility, and working effectively with others. Through classroom activities, cooperative learning, AVID strategies, and career awareness activities, students begin developing the habits and skills needed for future academic and career success. Our school hosts an annual Career Day, where professionals from various fields visit the school and share information about their careers and the work they do with our students. Examples include firefighters, emergency medical personnel, and other community professionals. During Spirit Days, students also have the opportunity to dress as what they would like to be when they grow up. These activities provide students with engaging, age-appropriate opportunities to explore different careers and begin connecting their interests, strengths, and skills to future possibilities.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

At Liberty Park Elementary School, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Specifically, Concepts of Print/Early Literacy Behaviors assessments will be used in the area of letter and sound recognition and sight word vocabulary. They will also be given the end of year Kindergarten math test. Screening data will be collected and aggregated. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Data will also be used to determine who needs enrichment and placement in our advanced/gifted program. Assessment tools to determine student readiness rates include state and district assessments: Progress Monitoring Assessments, ACCESS and K-3 Reading Assessments. The data is then shared at learning team meetings and grade level meetings where the data is disaggregated and at-risk and low performing students are identified. Students then receive additional assistance through iii, tutorials, or other supplemental services. Assessment information is also shared with the School Based Team. Staff members that are responsible include: all kindergarten teachers, reading coach, math coach, fine arts teachers, counselors, ESE coordinator, ESOL coordinator, nurse, and administration. We partner with Boys Town to provide play therapy and family outreach for those student who are at-risk, withdrawn, or demonstrate concerns with their transition to school. These programs target students in kindergarten and first grade. During our Classroom Showcase/Curriculum Night at the beginning of the school year and Kindergarten Kick Off at the end of the school year, Liberty Park invites staff members from surrounding preschools to join us for the academic presentation. We allow parents to register their children ahead of time during Kindergarten Round Up. They are given information on what to expect from the teacher, school, and children. During Kindergarten Kick off parent training, each kindergarten family received a "welcome bag" full of resources. Parents that attended the Kindergarten Round-up learned how to implement these games at home from the coaches and everything was translated for our families. The parents of our kindergartners were extremely thankful for the resources that were provided for them to work on at home with their children. Currently, Liberty Park has a pre-K/ESE program. These sessions focused on Kindergarten readiness skills and developmental milestones. We taught parents techniques that they could use without major cost, in their own homes to prepare their children for the school environment. Liberty Park has the kindergarten students on a staggered start. The first 3 days of school allow kindergarten students to meet the teachers and go through the routines of school with a few students at a time.

Professional Learning

1. Professional Learning

High Yield Practices and Professional Development The High Yield Practices focus on ensuring that all students receive high-quality, rigorous instruction that prepares them for post-secondary success. To ensure students are engaged in meaningful learning experiences that reflect the full intent of the standards, teachers provide opportunities for students to build, connect, and apply knowledge; collaborate in student-centered and personalized learning environments; and develop the skills necessary for college and career readiness. High expectations, differentiated support, and data-informed instruction are embedded throughout the instructional process. To support the effective implementation of these practices, our school provides teachers and staff with ongoing opportunities for professional development, collaborative planning, professional learning communities (PLCs), and job-embedded coaching. Research-based protocols are utilized during these meetings to focus discussions on student academic needs, instructional strategies, assessment practices, and student progress. Teams use data to monitor student improvement and collaboratively adjust instruction and interventions as needed. Professional Learning Communities (PLCs) provide an important structure for developing positive working relationships and strengthening instructional practices. Collaborative Team Planning Meetings are held weekly, with support from instructional coaches and resource teachers alternating between grade levels and subject areas. Coaches and resource teachers work alongside teachers and administration to plan instruction, analyze student data, develop instructional strategies, and support the implementation of evidence-based practices. Teachers also receive individualized, job-embedded support from instructional coaches and resource teachers in areas such as lesson planning, modeling effective instructional practices, classroom management, data disaggregation, differentiation, and intervention planning. The reading coach provides ongoing professional development and instructional support throughout the school year, while resource teachers provide additional training and assistance based on identified staff and student needs. Additional professional learning opportunities may include district professional development, school-based training, workshops, collaborative learning sessions, coaching cycles, and opportunities to learn and implement research-based instructional strategies. These opportunities are designed to build staff capacity and ensure that teachers have the knowledge, skills, and resources necessary to meet the diverse needs of all learners. The school also provides opportunities for teachers to earn additional compensation through participation in after-school activities, tutorials, and other extended learning opportunities. These experiences allow staff to provide additional academic support to students while strengthening their own instructional practices. Through ongoing professional development, collaboration, coaching, and data-driven decision making, our school continues to build staff capacity and promote a culture of continuous improvement focused on student achievement, college and career readiness, and success for all students. Some Professional Development Activities planned for FY27 are: High Yield Practices PENDA - for Science Student Engagement Strategies Monitor student Learning

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

At Liberty Park Elementary School new teachers participate in the Educator Support Program. Through this program teachers are given the opportunity to work with a peer and develop a mentoring relationship. The ESP program is organized and supported by the assistant principal. The mentoring teachers are teachers that have completed the Clinical Educator Program and are eager to support new teachers. Regular ongoing professional Development District Training Learning Team Meetings Team Planning Individual support from coaches (planning, modeling, classroom management, data disaggregation) Additional opportunities for teacher to earn additional pay include after-school activities and tutorials.